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Department of Education

Course of Study

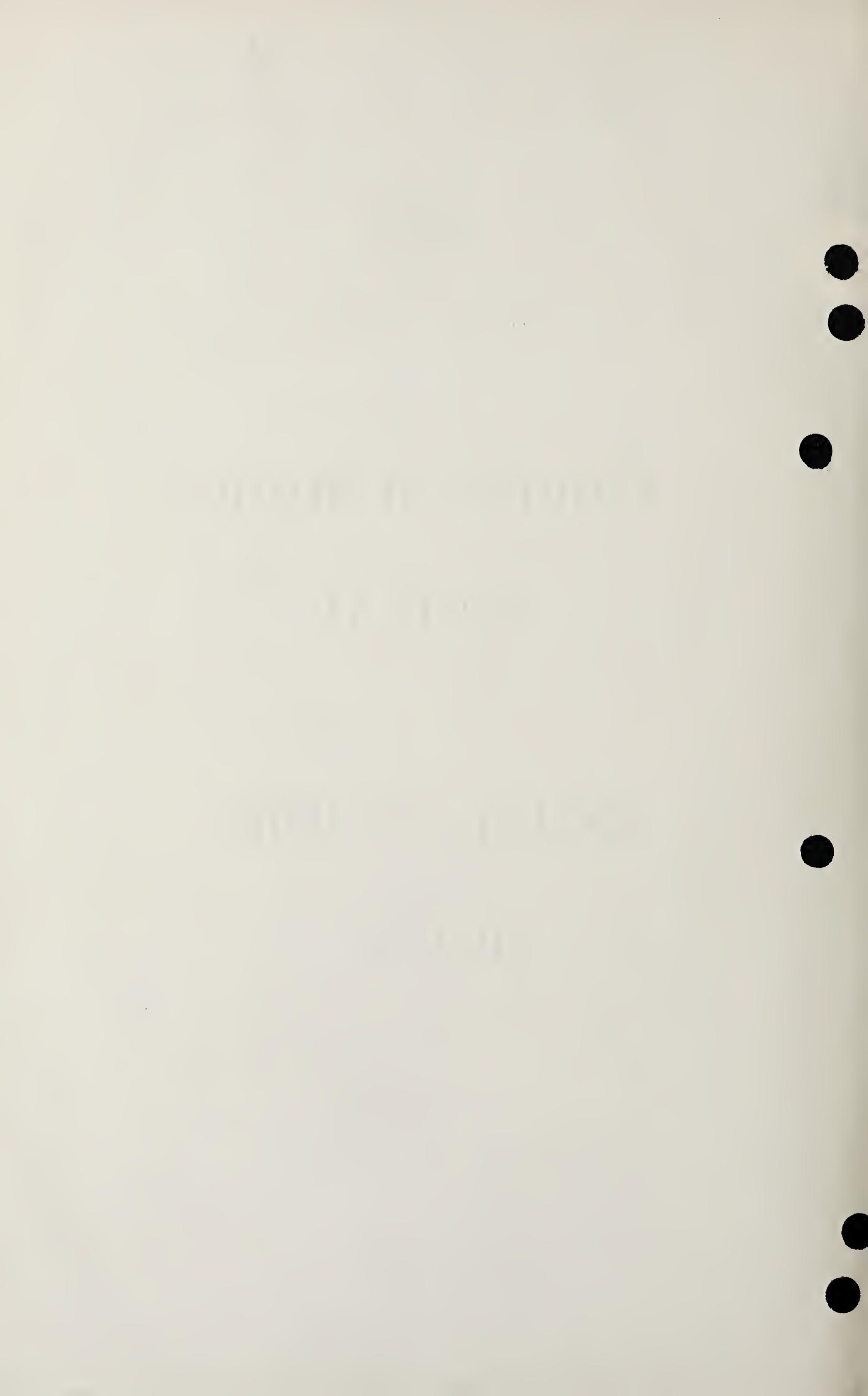
Grade XI

SOCIAL STUDIES

HISTORY

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The Minister of Education

Cur
X1
1939



COURSE OF STUDY for Grade XI

in

Collegiate Institutes, High, Vocational and
Continuation Schools

Not to come into effect until September, 1940.

ANCIENT AND MEDIEVAL HISTORY

The following are suggested as aims of the teaching in the course outlined for Grade XI:

1. To give an understanding of the sources and development of European civilization in order that the pupil may not only appreciate our debt to the past but may better comprehend the world in which he now lives.
2. To indicate to the pupil that the crowning achievement in this long evolution of institutions and ideas is to be found in the creation of democracy with its ideals of social equality and of government.
3. To show what an important part England and British institutions have played in this great achievement.
4. To lead the pupil to realize the growing inter-dependence of nations and peoples in the modern age, and so to appreciate the need of a spirit of tolerance, neighborliness, and co-operation.
5. To encourage the pupil to develop sound thinking and balanced judgment.
6. To broaden the interests and experience of the pupil by bringing to his attention the artistic, scientific, and other cultural achievements of our civilization.

The following suggestions are presented as a guide to teachers:

The organization of the course into a few large divisions, with explanatory notes at the beginning of each section and with a fairly detailed outline, will enable the teacher to have a clear conception of the main theme of development and of the chief points to be emphasized. He should exercise good judgment in the amount of detailed study of the various topics that may properly be expected of pupils of this grade.

In attempting to realize the aims suggested above the teacher must preserve a judicial spirit and cultivate broad sympathies in order to interpret the peoples whose history he is teaching. He must be willing to consider as many facts as possible in each case, and to seek the truth patiently and impartially.

The teacher's personal opinions should not be forced upon the pupils, but controversial issues have to be faced. These should be discussed fairly,

although in most cases it may not prove possible to reach a final decision. The spirit in which discussions are carried on in the classroom should be that which must necessarily prevail in any successful democracy.

NOTE: Topics marked with an asterisk should be treated very briefly.

The following allotment of time is suggested:

Ancient History:

Oriental	—	3 weeks
Greek	—	6 weeks
Roman	—	5 weeks

Medieval History:

Part I	—	3 weeks
Part II	—	9 weeks
Part III	—	9 weeks
Total	—	35 weeks

ANCIENT HISTORY

The Legacy of the Ancient World.

Only after man had been on this planet for many milleniums did he leave his cave and begin his long but successful conquest of nature through the use of metals. His invention of the alphabet assured for him the preservation of his experience from generation to generation. Certain river valleys, where mankind first experienced considerable leisure, became cradles of civilization. The most important of these were the valleys of the Nile and the Tigris-Euphrates. Gradually, too, in his religious thinking he attained the conception of one God and to the Hebrew writers the world still turns for the most exalted expression of religious thought.

Though empires came and went, it is to the Greeks that the world is indebted for the first successful experiment in democracy. To them it is also indebted for much of its inspiration in literature, the fine arts, philosophy and the sciences. The Greeks with their sense of beauty, their appreciation of proportion and their love of truth exerted an unparalleled influence on the Roman world and, since the Renaissance, on modern times.

Although the Romans lacked the creative genius of the Greek writers and artists, they appreciated their culture and preserved this rich heritage for subsequent ages. They built a vast empire by uniting a large portion of Europe with other lands bordering on the Mediterranean and to that empire they gave security, a common culture and an enlightened administration. This period is marked by the rise of Christianity, a faith which was destined to permeate the Empire and to build a still greater empire after Rome had fallen. The system of law and justice which Rome developed not only excelled everything that preceded it but remained a valuable legacy for succeeding centuries.

I. The nations of the Eastern Mediterranean World.

A. The threshold of history:

1. The doors to man's distant past unlocked by modern science.
2. Prehistoric man—hunter, shepherd, farmer.
3. The primitive tools and crafts of the Stone Age.

B. The dawn of civilization in two great river-valleys (c. 4000 B.C.-c. 500 B.C.):

1. The growth of agriculture and of allied arts in the alluvial valleys of the Nile and the Tigris-Euphrates.
2. The discovery of the use of metal and the growth of the art of building.
3. The development of government, of writing, of reckoning time, of weights and measures.
4. The expansion of trade by sea and along the Fertile Crescent, and the growth of cities.
- *5. The rise of the Persian Empire.
- *6. The enduring contributions of these Oriental peoples to European civilization; e.g., Egyptian architecture and sculpture, Babylonian law-codes, Assyrian tile-painting, Chaldean astrology, Persian coinage, Phoenician alphabet and Hebrew monotheism.

II. Greece.

A. The Aegean World (c. 3600 B.C.-c. 1000 B.C.):

1. The treasures of Minoan art in the great palace at Cnossus.
2. The expansion of the Cretan empire to the European and Asiatic mainlands.
3. The Homeric Age; the legends of Troy.
- *4. The settlements of Ionians, Aeolians and Dorians in the Aegean World.

B. Greek ways of living and thinking (c. 1000 B.C.-c. 500 B.C.):

- *1. The Greek city-state:
physical environment; classes and occupations; ancestor-worship; local political institutions.
2. The Spartan way and the Athenian way—a comparative study of society and government:
state control vs. individual liberty; discipline and force vs. wisdom and art; aristocracy vs. democracy.
- *3. Overseas expansion in trade and colonization:
motives for expansion; the character of a Greek colony; the location of the chief colonies.
4. Greek ideals:
In religion: the gods of Olympus; the oracle at Delphi; the National Games.
In art: votaries of beauty in literature, architecture, and sculpture.

C. The triumph of Greek freedom in the struggle with Persian despotism:

- *1. The expansion of the Persian Empire to the Aegean.

2. The defence of European Greece; the significance of Marathon, Thermopylae and Salamis.
3. The organization of the Delian Confederacy.
4. The transformation of the League into an empire for Athens.

D. The Golden Age of Athens:

1. The full-flowering of her democracy in opportunities for the individual citizen—in the assembly, the law-court, the schools.
2. The glory of the Acropolis—the Parthenon and the Panathenaea.
3. The intellectual awakening—in poetry, in history, in philosophy, in science and in the drama.

E. The Peloponnesian War—Greek against Greek:

- *1. Causes: Greek disunity; traditional jealousies; the economic rivalries of the period.
- *2. The reasons for the failure of Athens, Sparta and Thebes, in turn, to secure hegemony in Greece. (No details of military campaigns.)

F. The conquests of Alexander the Great and the Hellenization of the East:

- *1. The loss of Greek independence.
- 2. The course of Alexander's triumphs; the collapse of his Empire.
- 3. The rapid spread of Greek culture in the new kingdoms of the Eastern Mediterranean.
- 4. The significant features of Hellenistic culture.

III. Rome.

A. The settlement of Italy (c. 2000 B.C.-c. 600 B.C.):

- *1. The migrations of the Italic peoples into Italy.
- 2. Their chief characteristics.

B. The reign of law and order in Italy under Rome:

*1. Rome under the kings and the early republic:

Rome's geographical position; early Roman legends; class warfare of patricians and plebeians; the extension of democracy — power of the tribal assembly; the retention of aristocracy—authority of the senate.

*2. The unification of the Italian peninsula.

a. Roman conquests: land — the basis of Rome's quarrels with her neighbours; extension of Roman authority over the entire peninsula.

b. Roman administration: roads; colonies; local self-government; collective security.

3. Roman life in the early Republican period: the home-life of Rome's farmer citizens; family religion and state gods; Roman citizenship; the passion for land and indifference to trade and the fine arts; Roman ideals.

C. The spread of Roman power in the Mediterranean world:

- *1. The wars with Carthage and control of the Western Mediterranean; Roman provincial administration in Sicily, Spain and Northern Africa.
- *2. The wars with Macedon and control of the Eastern Mediterranean.

D. The decline of Roman morale in public and private life:

1. In Roman politics: growth of the authority of the senate; decline of the assembly.
2. In Roman Society: wealth of upper and middle classes and their quest for public offices; ruin of peasant farmer and withdrawal from politics; idle Roman populace and mob violence; the failure of efforts of reformers, such as the Gracchi, Cato the Elder.
3. In provincial administration: unjust taxation — growing unrest on the frontiers of the Empire.

E. The last years of the Republic:

*Senate and assembly controlled by military leaders; the careers of Pompey and Caesar; renewal of civil strife and victory of Octavius.

F. The Roman Empire:

1. The Augustan Age: extent and administration of the Empire; the Rome of Augustus; writers; public life; home life.
2. The Empire at its greatest extent: imperial law and emperor worship; defence; public works; gradual growth of Christianity.
- *3. The Golden Age of the Second Century.
4. The contributions of Diocletian, Constantine and Justinian.

MEDIEVAL HISTORY

I. Transition to the Medieval World.

The last centuries of the great Roman peace were marked by a long, slow process of disintegration, during which the problems of control in so extended an empire were increasingly intensified by economic and other internal difficulties. The fall of the Empire was hastened by the barbarian Teutonic invaders who gradually penetrated into, and eventually swarmed over, the western provinces. A period of confusion and uncertainty ensued, which may not inappropriately be designated the "Dark Ages", a term wrongfully applied to the whole medieval era. Yet in the east the Roman Empire remained intact around Constantinople for another thousand years. Here

the Greek Orthodox Church and the brilliant Byzantine culture developed through a mingling of Greek, Roman and Oriental influences. Meanwhile the ideal of universalism was preserved in the west through the Roman Catholic Church, which exerted a profound influence in the states emerging from the ruins of the Empire. The Church evolved an elaborate and efficient organization with the Bishop of Rome at the head of the hierarchy, and, especially through the ideal of asceticism and the institution of monasticism, it opposed at many points the tendencies of a turbulent world. So in matters secular and ecclesiastical, the picture of classic antiquity gradually dissolved into the medieval scene.

A. Causes of the internal decay of the Roman Empire:

- *1. Political, military, and economic causes: over-centralization of government; gradual infiltration of barbarians into the Roman army, inadequacy of frontier defences; breakdown of public finance; restriction of trade, decline of trade, unemployment; the problem of the landed estates, decline of the yeoman class.
- *2. Collapse of public morale: spirit of hopelessness; political apathy; decline of patriotism; decreasing population and weakening of family; the lowering of faith in traditional religions; new religions—Christianity and the emphasis on other-worldliness.

B. The disintegration of the Roman Empire:

- *1. The barbarian invasions:
 - a. The barbarian peoples: Teutons and Huns.
 - b. Germanic infiltration: as slaves; as soldiers.
 - c. Overwhelming of the Roman defences: withdrawal from Britain—invasions of Jutes, Angles, Saxons; breaking of the Danube frontier—invasions of Visigoths, Ostrogoths, and Huns; devastation of Spain and North Africa by the Vandals; collapse of the Rhine frontier—invasions of the Franks.
 - d. Period of chaos.
- 2. The survival of the Roman Empire in the East:
 - a. Centre of Hellenistic civilization; preservation of the classical tradition.
 - b. Development of the Greek Orthodox church.
 - c. Byzantine culture: architecture; painting; mosaics; influences on western Europe, on the Slavic peoples.

C. Development of the Roman Church in the West:

- 1. The Papacy and the idea of a universal church.
- 2. Monasticism.
- 3. Growth and organization of the Church.

II. The Medieval World (c. 600 to c. 1300).

The people of Western Europe in the early Middle Ages found life hard and puzzling. Old, familiar ways of living were lost; treasured customs and cherished institutions disappeared. As the once mighty Roman Empire fell apart, life became uncertain and dangerous and in desperation men sought protection from anyone who could provide it. So there developed the feudal way of living, in which people clustered in small isolated villages under the protection of land-holding nobles and their great castles. Many men sought solace in religion and took refuge in the monasteries which grew rapidly in number. Feudalism because of its origin and nature could scarcely give Western Europe any real sense of unity. It was indeed marked by such wide variations in practice that it can scarcely be called a system. The two institutions which did give a semblance of unity to the medieval world were the Holy Roman Empire and the Church, and of these the Church was the more important. The revival of the "universal" empire of earlier centuries in a Christian form was an ideal which appealed to the imagination, but it could never be fully realized. The Church proved to be the most pervasive and powerful influence in medieval life. It touched every activity, but in particular it was the guardian of religious and cultural interests. Gradually, over a period of several centuries, peace, order, and a measure of security returned to Western Europe, and distinctive ways of living and thinking—a medieval civilization—emerged. In its trade and growing industry, its town life, its universities, its art and architecture, its great institutions, its feudal organization, and in powerful movements like monasticism and the Crusades we can see the manifestation of this new culture—the first culture truly European.

A. The struggle for reconstruction of society and government:

1. Feudalism as a solution of the problems of the age:
 - a. Roman and German origins.
 - b. Rise of local political and social control—lord and vassal; importance of land-holding.
 - c. The manor:
 - i. The manorial estate: local, rural, self-sufficient unit; description of an estate—castle and lands;
 - ii. The administration of the estate; supervision of work; the courts and common law;
 - iii. The life of the peasant: daily labour; obligation to the lord; recreations;
 - iv. the life of the noble: fighting; hunting; eating; games; chivalry.

*2. Restoration of the Empire in the West under Charlemagne.

*3. The Holy Roman Empire:

- a. The medieval concept of universal empire.
- b. Rivalry between emperor and pope — Henry IV and Gregory VII.

4. The rise and spread of Islam: Mohammed and his beliefs; reasons for the success of Islam; extent of the Islamic world;

Islamic culture and its influence on Europe through Spain and Sicily.

B. Medieval civilization at its height (12th and 13th centuries):

1. The Church:

- a. The key institution of the middle ages.
- b. The papacy at the zenith of its power under Innocent III: relations with the Empire, France, and England.
- c. Influence in the economic realm: extent of its land; relations to feudalism; attitude to commerce and industry in the new towns.
- d. Church courts and canon law.
- e. New monastic establishments—the friars.
- f. Domination of medieval culture: the ideal of other-worldliness; St. Thomas Aquinas and scholasticism; the evolution of medieval architecture from Romanesque to Gothic style—the attendant arts: rise of the universities; attitude toward science—Roger Bacon.

*2. The Empire under the Hohenstaufens; conflict with the Popes.

3. The Crusades: causes; outstanding incidents; effects on Western Europe.

4. The rise of the towns:

- a. The revival of trade and the origins of medieval towns; the opening of trade routes in Europe and to the East; the development of markets and fairs; greater use of coin; development of industry and mining.
- b. Political organization: charters and privileges.
- c. Economic organization: merchant and craft guilds; the artisan; leagues of trading towns—Hanseatic League; appearance of banking and credit institutions.
- d. Rise of the bourgeoisie; a new outlook on life.

III. The Transition to Modern Times (14th, 15th centuries)—the period of the Renaissance.

During the fourteenth and fifteenth centuries there appeared evidence of new tendencies and far-reaching changes in the medieval world. Rural life with its manorial organization became less important in relation to wealthy and powerful towns and cities, especially in areas like Northern Italy and the Netherlands. The Holy Roman Empire grew more and more enfeebled. The papacy fell upon evil days of captivity and schism, recovered for a moment at the height of the Renaissance in Italy, and then was met by the demands for reform which culminated in the sixteenth century. New states, based upon the ideas of strong monarchy, centralized government, and national unity, rose to challenge feudal noble, emperor, and pope alike. Of these states England is perhaps the best example. Nationalism, one of the most potent forces in the modern world, made its appearance.

Even more important than new political concepts were the new views of life which are associated with the term humanism. Humanism emphasized

the interests and values of this world as opposed to the spirit of other-worldliness which had been emphasized in medieval culture. The new views were closely associated with the rise of trade and the development of cities. Proponents of them found support for their ideas in the Graeco-Roman writers, and a revival of classical learning resulted. Curiosity and interest in this world propelled men into exploration in all fields. Inventions like printing began to shake the foundations of the older civilization, and in the realm of the arts an unparalleled revolution took place. Knowledge of the world was revolutionized by eager explorers who revealed hitherto unknown lands, smashed the Italo-Arab monopoly of trade with the orient, shifted the centre of world commerce to the Atlantic states, and brought the beginnings of empire building.

A. The decline of medieval institutions:

1. Feudalism:

- a. Growth of larger political units.
- b. Decline of the manor: declining serfdom; Black Death and peasants' revolts.

*2. Empire and papacy:

- a. The position of the Holy Roman Empire under the Hapsburgs.
- b. The papacy: the Babylonian Captivity and the Great Schism; decline of religious feeling and the movement for reform—Wycliffe, Huss, Savonarola.
- c. Collapse of the Byzantine empire and rise of the Ottoman empire.

B. The beginnings of the modern world:

*1. The rise of the nation states:

- a. England: emergence of strong centralized monarchy; Henry II and the common law; rise of parliament.
- b. Strong monarchy in France: national armies and new weapons; the Hundred Years' War.

2. Humanism and the European Renaissance:

- a. The new outlook on life.
- b. Reasons for the early triumph of the new views in Italy.
- c. Enthusiasm for classical learning; humanism finds justification for its attitude in the Graeco-Roman writers.
- d. Embodiment of the new views in the development of the fine arts: painting, sculpture, and architecture; patronage of secular rulers and popes.
- e. The inventions: printing; aids to navigation.

3. The beginnings of exploration: Portuguese discoveries; the breaking of the Italo-Arab trade monopoly; Columbus reaches America.

Grade XI

BOOKS RECOMMENDED:

For the Class-room:

Robertson and Robertson—

The Story of Greece and Rome—Dent \$1.00

Smith's Smaller Classical Dictionary and Atlas of Ancient and

Classical Geography—Dent \$1.25

Phillips—

The Orient and Greece—Dent \$1.00

Rome and The Middle Ages—Dent \$1.00

Davis—

A Day in Old Athens—Allyn and Bacon \$1.60

A Day in Old Rome—Allyn and Bacon \$1.80

Masters—The Romance of Excavation: 2 parts—Nelson 25c each

Osborne—Our Debt to Greece and Rome—Hodder and Stoughton \$1.00

Hammerton—Wonders of the Past—4 vols.—Putnam \$5.50 each

Household—

Hellas: the Forerunner—Dent

Vol. 1, Athens in her Glory \$1.00

Rome: Republic and Empire—

Vol. 1, The Republic; Vol. 2, The Empire \$1.25

Hamilton—Ancient Rome—The Lives of Great Men—Oxford75

Urch—Scaling the Centuries—Copp Clark \$2.25

Ketelbey—Readings from the Great Historians—Vol. V. Harrap.... \$1.10

Mears—Makers of World History: Book II—The Middle Ages

Longmans Green75

Cudmore—History of the World's Commerce—Pitman75

For the Teacher:

Tucker—Life in Ancient Athens—Macmillan \$2.00

Johnson—Private Life of the Romans—Scott, Foresman \$2.25

Showerman—Rome and the Romans—Macmillan \$3.00

Stobart—

The Glory that was Greece; The Grandeur that was Rome—

Sidgwick and Jackson \$5.50 each

Hall—Buried Cities—Macmillan	\$2.25
Livingstone—The Pageant of Greece—Clarke-Irwin	\$2.00
Glover—The Ancient World—Macmillan	\$2.50
Translations—	
Herodotus—Everyman Series	
Homer—Iliad; Odyssey—Butcher & Lang	
Plutarch—Selected Lives	
Breasted—Ancient Times—Ginn	\$2.00
Robinson, Breasted and Beard—World Civilization, Vol. 1, Ginn	
Happold—The Adventure of Man—Ryerson	\$1.20
Hartman—Medieval Days and Ways—Macmillan	\$2.75
Coulton—The Medieval Scene—Macmillan	\$1.65

Fiction

Snedeker—Theras; The Perilous Seat	
Davis—Belshazzar; A Victor of Salamis; A Friend of Caesar	
Henty—The Cat of Bubastes; The Young Carthaginian; For the Temple	
Haggard—The Double Axe	
Anderson—with the Eagles	
Bishop and Brodeur—The Altar of the Legion	
Wallace—Ben Hur	
Doyle—Sir Nigel; The White Company	
Kingsley—Hereward the Wake	
Davis—The White Queen	
Hugo—The Hunchback of Notre Dame	
Lamb—Durandal	
Lindsay—Knights at Bay	
Scott—The Talisman; Ivanhoe; Quentin Durward	
Byrne—Messer Marco Polo	

Atlases and Wall Maps

Shepherd—Atlas of Medieval and Modern History. Clark, Irwin and Company	\$2.00
Ramsay, Muir and Philip—Atlas of Medieval and Modern European History. Moyer School Supplies, Ltd.	\$4.75
Johnston—Atlas of World History. G. M. Hendry Company70
Breasted, Huth and Harding—Historical Atlas. G. M. Hendry Company	

Wall Maps: Series:

Philip's Wall Maps

Johnston Series

Webster—Knowlton—Hazen

Denoyer—Geppert Series

Nystrom Series

